

# Assessment Only Route for Qualified Teacher Status (QTS)

PLEASE NOTE, WE ONLY OFFER PRIMARY QTS



Please enclose a scanned copy of: relevant page in passport; evidence of change of name if appropriate GCSEs level qualification; Degree or equivalent Certificate; NARIC confirmation if required; evidence of passing the skills tests and at least 2 lesson observation feedback on your practice.

## PART A THE APPLICANT'S ELIGIBILITY (To be completed by the applicant)

### A1 PERSONAL DETAILS

Title (Dr Mr Mrs Miss Ms )		
First Name/s(BLOCK CAPITALS)		
Surname / Family name (BLOCK CAPITALS)		
Previous surname / Family name, if changed		
Date of birth day month year		
Gender Male (M) Female (F) other (O)		
Email		
Correspondence address		Postcode
Mobile telephone number		
Daytime telephone number		
Evening telephone number		
National Insurance Number		
DBS Number		
Date of issue		
Nationality (as per passport)		
National Identity CIRCLE the one that applies	British, English, Irish, Scottish, welsh, other, unknown, information refused	
Ethnic Origin CIRCLE the one that applies	White, Irish Traveller, Black Caribbean, Black African, Other Black background Indian, Pakistani, Bangladeshi, Chinese, Other Asian, White and Black Caribbean, White and Black African, White and Asian, Other mixed background, Other ethnic background, Information refused,	
Domicile (country of permanent address prior to entry to the course)		
Other languages spoken		

### A2 DISABILITIES AND SPECIAL NEEDS

Please enter appropriate code here:	<b>Disabilities/support required:</b> 0 You do not have a disability nor are you aware of any additional support requirements in study or accommodation. 2 You are blind/are partially sighted. 3 You are deaf/have a hearing impairment. 4 You are a wheelchair user/have mobility difficulties. 5 Personal care support 6 You have mental health difficulties. 7 You have an unseen disability, e.g. diabetes, epilepsy, asthma. 8 Multiple disabilities 10 You have Autistic Spectrum Disorder 11 You have a specific learning difficulty e.g. dyslexia 96 A disability not listed above 97 Information refused 98 Information not sought 99 Not known	Support required:
Code:		

A3 DETAILS OF THE KEY STAGE WHERE ASSESSMENT WILL TAKE PLACE				
Assessment-Only Route to QTS Please note, we only offer <b>Primary General QTS</b>	3-7 EY/KS1		5-11 KS1/2	

## The applicant's education and qualifications

A4 LAST TWO EDUCATIONAL ESTABLISHMENTS AT WHICH YOU STUDIED			
Name and address of establishment	From	To	Full time or part time

## A5 GCSES OR EQUIVALENT QUALIFICATIONS

Copies of all certificates and NARIC certification of equivalency need to be attached to this form.

Please give details of GCSEs or equivalent qualifications and when they were obtained. All applicants must have attained the standard required for GCSE grade C in English Language, Mathematics and Science. The qualification type must be entered along with the grade obtained. Failure to do so may cause a delay in the application being processed. **Please attach copies of your certificates to this application form and be aware that you will also be required to bring original certificates to the 1<sup>st</sup> stage interview.**

Qualifications other than a UK GCSE will need to include NARIC equivalency.

Subject	Qualification and awarding body or details of alternative test or assessment	Grade	Date of award or assessment					
			m	m		y	y	
ENGLISH LANGUAGE								
MATHEMATICS								
SCIENCE								

## A6 A LEVEL OR EQUIVALENT LEVEL 3 QUALIFICATIONS

Subject	Qualification and Awarding body or other form of assessment	Grade	Date of award or assessment					
			m	m		y	y	

## A7 HIGHER EDUCATION

Applicants usually are expected to have a first or second class UK degree (or equivalent qualification). Please enter details of your first degree, e.g. bachelor's degree; add any additional qualifications on a separate sheet. **Please attach copy to this application form & bring original to 1<sup>st</sup> stage interview.** Qualifications other than a UK GCSE will need to be accompanied by NARIC equivalency.

Degree awarding body	
Country of study	
Title of Degree	
Degree Classification (1 <sup>st</sup> , 2:1, 2:2, 3 <sup>rd</sup> , other)	
Date of study from	day month year      day month year From      /      /      to      /      /
Date of Award (month, year)	

## A8 OTHER HE QUALIFICATIONS (Masters, Diplomas, PHD, etc)

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## A9 PREVIOUS QTS ASSESSMENT

If you have previously failed a QTS assessment or withdrawn from a QTS programme please provide a written explanation and also provide the contact details of your previous training provider. 2Schools Consortium will only accept applicants of the highest quality and be certain that the applicant is now more likely to succeed.

Has the applicant failed or withdrawn from a QTS course? Y or N	
If yes, give the name of the previous course and provider	
Has the previous provider given a written explanation? Y or N (attach this to your application)	

## A10 CANDIDATE'S TEACHING EXPERIENCE

Please give details of previous employment as a teacher, qualified or unqualified, in the UK or elsewhere **starting from the most xxxx**. Applicants applying for the Assessment Only Route must have at least **two years full-time teaching experience or the part-time equivalent**. Please copy this section if you need to cover experience in more than four institutions.

<b>CURRENT EMPLOYING SCHOOL NAME</b>			
Address			
Country			
Post held			
Dates of service	From		To
Type of school: Primary, junior, infants, independent, special, academy?			
Head Teacher's contact details			
Key Stage	e.g. KS 1	e.g. EY	e.g. KS1
Year group	e.g. 1	e.g. N	e.g.2
No. of pupils			

<b>Subject(s) taught</b>			
<b>Hours per week</b>			
<b>Responsible for whole class? Y or N</b>			
<b>OTHER SCHOOL NAME</b>			
<b>Address</b>			
<b>Country</b>			
<b>Post held</b>			
<b>Dates of service</b>	From		To
<b>Primary, junior, infants, independent, special, academy?</b>			
<b>Head Teacher's contact details</b>			
<b>Key Stage</b>	e.g. KS 1	e.g. EY	e.g. KS1
<b>Year group</b>	e.g. 1	e.g. N	e.g.2
<b>No. of pupils</b>			
<b>Subject(s) taught</b>			
<b>Hours per week</b>			
<b>Responsible for whole class? Y or N</b>			
<b>OTHER SCHOOL NAME</b>			
<b>Address</b>			
<b>Country</b>			
<b>Post held</b>			
<b>Dates of service</b>	From		To
<b>Primary, junior, infants, independent, special, academy?</b>			
<b>Head Teacher's contact details</b>			
<b>Key Stage</b>	e.g. KS 1	e.g. EY	e.g. KS1
<b>Year group</b>	e.g. 1	e.g. N	e.g.2
<b>No. of pupils</b>			
<b>Subject(s) taught</b>			
<b>Hours per week</b>			
<b>Responsible for whole class? Y or N</b>			
<b>OTHER SCHOOL NAME</b>			

<b>Address</b>			
<b>Country</b>			
<b>Post held</b>			
<b>Dates of service</b>	From	To	
<b>Primary, junior, infants, independent, special, academy?</b>			
<b>Head Teacher's contact details</b>			
<b>Key Stage</b>	e.g. KS 1	e.g. EY	e.g. KS1
<b>Year group</b>	e.g. 1	e.g. N	e.g.2
<b>No. of pupils</b>			
<b>Subject(s) taught</b>			
<b>Hours per week</b>			
<b>Responsible for whole class? Y or N</b>			
<b>OTHER SCHOOL NAME</b>			
<b>Address</b>			
<b>Country</b>			
<b>Post held</b>			
<b>Dates of service</b>	From	To	
<b>Primary, junior, infants, independent, special, academy?</b>			
<b>Head Teacher's contact details</b>			
<b>Key Stage</b>	e.g. KS 1	e.g. EY	e.g. KS1
<b>Year group</b>	e.g. 1	e.g. N	e.g.2
<b>No. of pupils</b>			
<b>Subject(s) taught</b>			
<b>Hours per week</b>			
<b>Responsible for whole class? Y or N</b>			

### A11 CANDIDATE'S FULL EMPLOYMENT HISTORY SINCE LEAVING SCHOOL INCLUDING ANY GAPS IN EMPLOYMENT

Employer and Address	Role	Dates (from/to)	Reasons for leaving





## A13 REFERENCES

Please provide the contact details of two referees, one of whom should be your current school **Head Teacher**; the other must be the mentor who will support you throughout the AOR process and carry out the joint observation with the 2Schools assessor (see Part C for reference form and further advice in notes for guidance) and the third one will normally be the Head teacher of one other school experience you have completed where you have taught as an unqualified teacher.

### Section A13 -References

Your referees should know you well enough to write about you in a teaching context and your suitability for this Programme (how you meet the Teachers' Standards). The referees should not be a family member, other relatives or friends. 2Schools will contact the second referee directly should a further reference be required.

#### REFEREES' NAMES AND ADDRESSES

<b>a) Name of Head teacher</b>	
<b>Job Title</b>	
<b>Relationship to you</b>	
<b>Address</b>	
<b>Postcode</b>	
<b>Telephone number</b>	
<b>E-mail address</b>	
<b>b) Name of mentor at current school</b>	
<b>Job Title</b>	
<b>Relationship to you</b>	
<b>Address</b>	
<b>Postcode</b>	
<b>Telephone number</b>	
<b>E-mail address</b>	
<b>c) Name of Head teacher of other school experience</b>	
<b>Job Title</b>	
<b>Relationship to you</b>	
<b>Address</b>	
<b>Postcode</b>	
<b>Telephone number</b>	
<b>E-mail address</b>	



## Part B

Note this section of the Form should be completed with the support of senior staff in the school where the assessment will take place.

**B1:** A second school experience will be necessary if the applicant's teaching experience to date has been in just one school.

**B2:** The assessment programme can begin at any point in an academic year

**B3:** The focus for teaching would normally be on a particular class

**B3:** It is important to have one teacher (the mentor) who takes responsibility for any guidance leading to the final assessment of competence against QTS standards using a Portfolio of evidence.

Normal practice is to take up reference prior to interview.

The QTS Standards require all applicants to teach across two consecutive age ranges and in two schools to qualify. They must meet the Knowledge and Understanding requirements for the appropriate age ranges when they are assessed against the QTS Standards

### PART B

### THE SCHOOL'S SUPPORT

To be completed by the applicant with the school in which assessment is to take place

#### B1 FURTHER INFORMATION ABOUT THE SCHOOL WHERE THE APPLICANT WILL WORK

Name and address of current school										
Postcode										
Contact name										
Telephone										
Email										
DfES number				/						
Will the school be the employer of the NQT year? Y or N										
Date of last Inspection										
Grade of last Inspection										
Number on roll										
Age range										
Forms of entry										
Type of school: Primary, junior, infants, independent, special, academy?										

#### B2 LEADING SCHOOL'S EXPERIENCE OF INITIAL TEACHER EDUCATION

Does the school have experience of other employment-based routes to QTS (ie. the GTP or Teach First)?	YES	NO	If YES, please give the relevant details
Does the school have recent experience with ITT trainees in the applicant's subject or phase?	YES	NO	If YES, please give details of the dates and the name(s) of the accredited provider(s)
Does the school have other staff trained as school-based mentors?	YES	NO	If YES, please give names and positions of staff

#### B3 MONITORING THE APPLICANT'S PROGRESS

Who will have overall responsibility for monitoring the applicant's progress?	
<b>Name</b>	
<b>Position</b>	
<b>Email contact</b>	
Please note that Assessment Only mentors are expected to: <ul style="list-style-type: none"> <li>- normally have QTS</li> <li>- Observe the Assessment Only teacher at least twice over the assessment period and give them feedback.</li> <li>- Meet with the Assessment Only teacher at least every two weeks to review progress against areas for development and to set targets</li> <li>- Help the Assessment Only teacher access professional development opportunities (as appropriate).</li> </ul>	
<b>Please outline this person's experience of mentoring adults</b>	
<b>How will the applicant's progress be monitored</b>	
<b>PLEASE INCLUDE A MINIMUM OF 2 LESSON OBSERVATIONS (CARRIED OUT IN THE LAST 2 YEARS) OF THE APPLICANT'S PERFORMANCE IN CLASS.</b>	
<i>FEEDBACK MUST GIVE EVIDENCE OF THE APPLICANT HAVING MET THE TEACHERS' STANDARDS</i>	

<b>B4 DATES OF THE ASSESSMENT PROGRAMME</b>	
All applicants must spend at least a term (approx 12 weeks) in school before their final QTS assessment.	
<b>Proposed dates for Assessment period:</b>	from _____ to _____
<b>If part-time, number of days a week (full-time equivalent) to be spent working towards QTS:</b>	

<b>B5 ASSESSMENT ONLY ROUTE (AOR) HEADTEACHER REFERENCE</b>	
<b>Name of applicant</b>	
<b>Name of Referee</b>	
<b>School/College</b>	
<b>Address</b>	
<b>Postcode</b>	
<b>Tel:</b>	
<b>E-mail:</b>	
<b>Please confirm the candidate's job title and responsibilities</b>	
<b>Please confirm that the AOR candidate has had full responsibility for planning, teaching and assessing whole classes within their specialist age ranges ( 3-7, 5-11):</b>	
<b>Please confirm how many days the candidate has completed at the school</b>	(ONE YEAR = 195 DAYS)

Teachers' Standards	Evidence (PLEASE NOTE: the candidate must have enough evidence to meet the Teacher standards at the time of application) Please comment on the applicant's readiness to complete QTS by an Assessment Only Route.
<p><b>TS 1.1 Set high expectations which inspire, motivate and challenge pupils</b></p> <p><b>1.1a</b> Establish a safe stimulating environment for pupils, rooted in mutual respect</p> <p><b>1.1b</b> Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p><b>1.1c</b> Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</p>	
<p><b>TS 1.2 Promote good progress and outcomes by pupils</b></p> <p><b>1.2a</b> Be accountable for pupils' attainment, progress and outcome</p> <p><b>1.2b</b> Plan teaching to build on pupils' capabilities and prior knowledge</p> <p><b>1.2c</b> Guide pupils to reflect on the progress they have made and their emerging needs</p> <p><b>1.2d</b> Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p><b>1.2e</b> Encourage pupils to take a responsible and conscientious attitude to their own work and study</p>	
<p><b>TS 1.3 Demonstrate good subject and curriculum knowledge</b></p> <p><b>1.3a</b> Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p> <p><b>1.3b</b> Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p><b>1.3c</b> Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teachers' specialist subject</p> <p><b>1.3d</b> If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p><b>1.3e</b> If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>	
<p><b>TS 1.4 Plan and teach well structured lessons</b></p> <p><b>1.4a</b> Impart knowledge and develop understanding through effective use of lesson time</p> <p><b>1.4b</b> Promote a love of learning and children's intellectual curiosity</p> <p><b>1.4c</b> Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p><b>1.4d</b> Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p><b>1.4e</b> Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</p>	
<p><b>TS 1.5 Adapt teaching to respond to the strengths and needs of all the pupils</b></p> <p><b>1.5a</b> Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p><b>1.5b</b> Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p> <p><b>1.5c</b> Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</p> <p><b>1.5d</b> Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	
<p><b>TS 1.6 Make accurate and productive use of assessment</b></p> <p><b>1.6a</b> Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p><b>1.6b</b> Make use of formative and summative assessment to secure pupils' progress</p> <p><b>1.6c</b> Use relevant data to monitor progress, set targets,</p>	

and plan subsequent lessons <b>1.6d</b> Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.	
<b>TS 1.7 Manage behaviour effectively to ensure a good and safe learning environment</b> <b>1.7a</b> Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy <b>1.7b</b> Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly <b>1.7c</b> Manage classes effectively, using approaches which are appropriate to pupils' needs in order to motivate them. <b>1.7d</b> Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	
<b>TS 1.8 Fulfil wider professional responsibilities</b> <b>1.8a</b> Make a positive contribution to the wider life and ethos of the school <b>1.8b</b> Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support <b>1.8c</b> Deploy support staff effectively <b>1.8d</b> Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from the colleagues <b>1.8e</b> Communicate effectively with parents with regard to pupils' achievements and well-being.	
<b>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</b> A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. <b>2.1</b> Teachers uphold public trust in the profession and maintain and maintain high standards of ethics and behaviour, within and outside the school, by: -treating the pupils with dignity, building relationships rooted in mutual respect , and at all times observing proper boundaries appropriate to a teacher's professional position -having regard for the need to safeguard pupils' wellbeing in accordance with statutory provisions -showing tolerance of and respect for the rights of others -not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs -ensuring personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. <b>2.2</b> Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. <b>2.3</b> Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities	
<b>Signature</b>	
<b>Date</b>	

<b>2 – Please indicate whether the school will be funding the Assessment Only Route or whether the Assessment Only Teacher will be responsible for the fees.</b>	School	Candidate
<b>Signature</b>		
<b>Date</b>		

## PART C

Please note that you can apply without a second school reference as this can be obtained once the process has started if necessary.

We strongly advise you to contact us before you get a second school reference as the nature of your second school experience needs to meet our entry requirements. This can be discussed before you apply or at interview stage 1.

<b>ASSESSMENT ONLY ROUTE (AOR) HEADTEACHER REFERENCE FOR 2<sup>nd</sup> SCHOOL EXPERIENCE</b>	
<b>Name of applicant</b>	
<b>Name of Referee</b>	
<b>School/College</b>	
<b>Address</b>	
<b>Postcode</b>	
<b>Tel</b>	
<b>E-mail</b>	
<b>Please confirm how many days completed at 2<sup>nd</sup> School.</b>	
Should this reference be treated as confidential? If confidential, please return direct to <a href="mailto:training@oakthorpe.enfield.sch.uk">training@oakthorpe.enfield.sch.uk</a> or Training Office, Oakthorpe Primary School, Tile Kiln Lane, London, N13 6BY	
<b>Please confirm the candidate's job title and responsibilities</b>	
<b>Please confirm that the AOR candidate has had full responsibility for planning, teaching and assessing whole classes within their specialist age ranges ( 3-7, 5-11):</b>	
<b>Teachers' Standards</b>	<b>Evidence</b> (PLEASE NOTE: the candidate must have enough evidence to meet the Teacher standards at the time of application) Please comment on the applicant's readiness to complete QTS by an Assessment Only Route.
<b>TS 1.1 Set high expectations which inspire, motivate and challenge pupils</b> <b>1.1a</b> Establish a safe stimulating environment for pupils, rooted in mutual respect <b>1.1b</b> Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions <b>1.1c</b> Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	
<b>TS 1.2 Promote good progress and outcomes by pupils</b> <b>1.2a</b> Be accountable for pupils' attainment, progress and outcome <b>1.2b</b> Plan teaching to build on pupils' capabilities and prior knowledge <b>1.2c</b> Guide pupils to reflect on the progress they have made and their emerging needs <b>1.2d</b> Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching <b>1.2e</b> Encourage pupils to take a responsible and conscientious attitude to their own work and study	
<b>TS 1.3 Demonstrate good subject and curriculum knowledge</b> <b>1.3a</b> Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings <b>1.3b</b> Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship <b>1.3c</b> Demonstrate an understanding of and take responsibility for promoting high standards of literacy,	

<p>articulacy and the correct use of standard English, whatever the teachers' specialist subject</p> <p><b>1.3d</b> If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p><b>1.3e</b> If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>	
<p><b>TS 1.4 Plan and teach well structured lessons</b></p> <p><b>1.4a</b> Impart knowledge and develop understanding through effective use of lesson time</p> <p><b>1.4b</b> Promote a love of learning and children's intellectual curiosity</p> <p><b>1.4c</b> Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p> <p><b>1.4d</b> Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p><b>1.4e</b> Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</p>	
<p><b>TS 1.5 Adapt teaching to respond to the strengths and needs of all the pupils</b></p> <p><b>1.5a</b> Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p><b>1.5b</b> Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p> <p><b>1.5c</b> Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</p> <p><b>1.5d</b> Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	
<p><b>TS 1.6 Make accurate and productive use of assessment</b></p> <p><b>1.6a</b> Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p><b>1.6b</b> Make use of formative and summative assessment to secure pupils' progress</p> <p><b>1.6c</b> Use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p><b>1.6d</b> Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.</p>	
<p><b>TS 1.7 Manage behaviour effectively to ensure a good and safe learning environment</b></p> <p><b>1.7a</b> Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p> <p><b>1.7b</b> Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p><b>1.7c</b> Manage classes effectively, using approaches which are appropriate to pupils' needs in order to motivate them.</p> <p><b>1.7d</b> Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>	
<p><b>TS 1.8 Fulfil wider professional responsibilities</b></p> <p><b>1.8a</b> Make a positive contribution to the wider life and ethos of the school</p> <p><b>1.8b</b> Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p><b>1.8c</b> Deploy support staff effectively</p> <p><b>1.8d</b> Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from the colleagues</p> <p><b>1.8e</b> Communicate effectively with parents with regard to pupils' achievements and well-being.</p>	
<p><b>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</b> A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements</p>	

<p>define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <p><b>2.1</b> Teachers uphold public trust in the profession and maintain and maintain high standards of ethics and behaviour, within and outside the school, by:</p> <ul style="list-style-type: none"> <li>-treating the pupils with dignity, building relationships rooted in mutual respect , and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>-having regard for the need to safeguard pupils' wellbeing in accordance with statutory provisions</li> <li>-showing tolerance of and respect for the rights of others</li> <li>-not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>-ensuring personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul> <p><b>2.2</b> Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p><b>2.3</b> Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>	
<p><b>Signature</b></p>	
<p><b>Date</b></p>	

## PART D

## DECLARATIONS

### D1 Applicant; D2 School; D3 Provider

Please check that all the declarations below are signed and dated. 2Schools Consortium will not be able to process the application unless this section is completed.

#### Part D - Declarations

When you sign the form, you agree to the following conditions:

- The information you have given is complete and accurate. If we believe that you or your referee have left out any information or given false or misleading information we may take any necessary steps to check whether it is accurate or complete which may result in your application being rejected. If you have any reason to believe that information we have about you is not accurate or complete, you must tell us.
- 2Schools may, at any time, ask you, your referee or your employer to provide more information about your application (eg proof of identify or qualifications). If we do not receive that information by a set date, or if the information is not satisfactory, we may cancel your application.
- If you accept an offer of a place you agree to abide by the rules and regulations of 2schools Consortium as outlined in the Partnership Agreement.

#### D1: The Applicant

- I confirm that the information about my qualifications and experience in this form is true, complete and accurate and no information requested or other material information has been omitted. I have read the Notes of Guidance and I understand what they say and I agree to abide by the conditions there. I acknowledge that the information on this form will be used in accordance with the General Data Protection Regulation 2018 and I give my consent to the processing of data by the provider. If I do not fully comply with these requirements, the provider shall have the right to cancel my application and I shall have no claim against the provider in relation thereto.
- I agree to prepare myself for assessment as agreed and present myself for assessment at the agreed time.
- I agree that the information in this application and any agreed assessment plan may be stored on a database and made available to a NCTL approved external assessor, or accredited-provider assessor as appropriate to enable them to assess me against the Standards for the Award of QTS
- I agree that the information in this application and any agreed assessment plan may be made available to Ofsted to enable them to carry out their quality assurance role in teacher training.
- I do not already have Qualified Teacher Status.

**Signed**

**Date**

#### D2: The School

The school that will assess the applicant should complete this section.

I confirm on behalf of: \_\_\_\_\_ (school name)

that: \_\_\_\_\_ (applicant name)

will work as a teacher at this school during the proposed assessment period.

- The school has confirmed the applicant's fitness to teach and that the applicant has a current enhanced **DBS** clearance.
- The school has confirmed that a **prohibition list check** has been carried out.
- The school has confirmed that applicants from overseas have been subject to criminal record checks.
- References from previous employer(s) have been obtained to verify that the applicant is suitable for a teaching post.

**Signed (Headteacher)**

**Date**

**Print name and title**

#### D3: Provider

On behalf of 2Schools, I declare that:

- this organisation has checked the certificates and other relevant qualifications documents, and can confirm that the applicant meets the entry requirements for the route applied for;
- the applicant is, in the opinion of this organisation, a suitable person to be a teacher at the school;
- this organisation will inform the DfE of any changes to the AO Route;



d) we have received confirmation that the employer has carried out criminal record, health and other appropriate checks; e) the Head Teacher of the school where the applicant will work has confirmed that they support this application and agree to the arrangements set out in this application. f) this organisation undertakes to assess the applicant's suitability for QTS at the end of the assessment period	
<b>Signed</b>	
<b>Print name and title</b>	
<b>Date</b>	
<b>Position</b>	

## APPLICATION CHECKLIST

<b>1. Has the applicant completed Part A: The applicant's eligibility?</b>	YES	NO
<b>2. Are copies of all required documents attached? Scanned copy of: relevant page in passport; evidence of change of name if appropriate GCSEs level qualification; Degree or equivalent Certificate; NARIC confirmation if required; evidence of passing the skills tests and at least 2 lesson observation feedback on your practice.</b>	YES	NO
<b>3. If the applicant has previously withdrawn from or failed a QTS assessment, has a letter from the previous ITT provider giving reasons for the withdrawal or failure been included, and has a supporting statement saying why the applicant is now more likely to succeed also been included?</b>	YES	NO
<b>4. Has the school completed Part B: The school's support?</b>	YES	NO
<b>5. Has the school obtained references from previous employer(s) to verify that the applicant is suitable for a teaching post?</b>	YES	NO
<b>6. Is a reference from the Head Teacher of the other school experience included (Part C)</b>	YES	NO
<b>7. Have all the declarations in Part D been signed and dated?</b>	YES	NO

If you have answered NO to any of the above, please explain why in a covering letter.

### The Data Protection Act

When you sign your application form, you consent to the processing of your personal data by the provider. You accept that:

- (a) We may keep a copy of your application and use the information to collect statistics or monitor equal opportunities (or both);
- (b) We may use or disclose information on your application for research purposes, but no information that could identify you as an individual will be published.

We will not normally share personal data with anyone else, but may do so where:

- (a) There is an issue with a pupil or parent/carer that puts the safety of our staff at risk
- (b) We need to liaise with other agencies or services – we will seek consent as necessary before doing this where possible.
- (c) Our suppliers or contractors need data to enable us to provide services to our staff and pupils – for example, IT companies.  
When doing this, we will:
  - (d) Only appoint suppliers or contractors which can provide sufficient guarantees that they comply with data protection law, and have satisfactory security measures in place.
  - (e) Establish a data sharing agreement with the supplier or contractor, either in the contract or as a standalone agreement, to ensure the fair and lawful processing of any personal data we share.
  - (f) Only share data that the supplier or contractor needs to carry out their service, and information necessary to keep them safe while working with us.

We confirm that the information provided in your application will normally be confidential between:

- (a) you
- (b) your referees
- (c) the appropriate staff at 2Schools
- (d) your exam board(s) or awarding body

However, we reserve the right to disclose to the police, the Home Office, Local Authorities, examination boards or awarding bodies and the Department for Work and Pensions and its agencies, information from your application to prevent or detect fraud.

We confirm that, in line with the terms of the General Data Protection Regulation 2018, you are entitled to a copy of all your personal data that we hold. Please return your completed application form to: [training@oakthorpe.enfield.sch.uk](mailto:training@oakthorpe.enfield.sch.uk)